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ABSTRACT

A study focused on documenting historical events and personal histories of individuals active in social studies during the last half of the 20th century. Objectives included: (1) to pass on the heritage of social studies education over the past 50 years as viewed by veteran social studies educators in their own words; (2) to identify major changes in social studies education over these years; (3) to identify the perspectives veteran social studies leaders hold regarding the future of the field in the coming years; and (4) to ask respondents to identify their own legacy to the field to pass it on to less experienced colleagues. Using the membership list of professional organizations, questionnaires were sent to individuals with 25 years or more in social studies; 43 responded directly to the survey and offered insights. Findings included identification of changes in social studies such as the inclusion of multicultural/global/gender related education within the scope of social studies programs; the impact of the "New Social Studies" as a whole or the identification of specific changes in curriculum content that emerged from these initiatives; issues related to standards, testing, assessment and evaluation of students and teachers; and inclusion of technology as a teaching tool in social studies programs. As to the future role of social studies in the 21st century, three dominant trends emerged: (1) the need for stronger social studies discipline; (2) an increased use of technology; and (3) the diminishing and fragmentation of social studies as a field of study. Contains 16 references. (BT)

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Perspectives of Social Studies Over a Quarter of a Century: Reflections from Veteran Social Studies Leaders

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of the American Educational Research Association

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Perspectives of Social Studies Over a Quarter of a Century: Reflections from Veteran Social Studies Leaders

> Social studies should take a lead in the curriculum of the 21st century. As the globe seems to shrink, it becomes increasingly important for U. S. students to understand the "civic ideals and practices of their own nation" as well as become participants in a world that is more "globally interdependent."
>
> Mary Mc Farland-- Instructional Coordinator of Social Studies, K-12 Parkway School District, Chesterfield, MO and President NCSS 1989

Introduction:

The major task of the social studies has been to prepare students to be active citizens in the United States. However, in the past 75 plus years the characteristics of the United States and the nature of our democracy and the world have changed greatly. Following World War II the challenges to extend freedom and justice to all people, to play an increased leadership role in the world, to face the pressures of a Cold War and the dangers of nuclear annihilation, and to build a strong domestic economy presented new challenges for citizens and for the social studies profession.

As the 21st century draws near the United States leads the world in many categories, Its economy has presented a situation in which money and the need for two parents to work have encouraged many to identify objects as being more important that ideas and values. The United States again faces new challenges all of which are not as yet clearly identified. However, being citizens in the leading nation at a time of ever increasing globalization of the economies in a world with great levels of

wealth and with many conflicting views for the future will again require social studies professionals to examine carefully the characteristics required for its citizens and to identify the skills, attitudes, and knowledge appropriate for youth to posses to meet their challenges in a democratic way. It will require an examination of how to best deliver social studies to young people. Those who will perform these tasks are few in number for the size and importance of the task. At present most in the field can best be described as a largely aging group of dedicated individuals. It is the purpose of this research to obtain the perspectives of many of these leaders in the belief that it will help the profession preserve a presently untapped source of wisdom in the field. Fay Metcalf stated it differently when she replied to the researchers, "There were some big intellects in the field when I first started out. Some have made it into books and reports, but the reputation of others died with them."

The November / December 1995 issue of SOCIAL EDUCATION contains three articles (Greenwald ,1995; Laughlin, 1995; and Wraga, 1995) that directly address the work of a portion of the various leaders of the social studies profession during the period following World War II. Data for these articles were drawn largely from the official records of the National Council for the Social Studies (NCSS) and communications between the staff, officers, and board members and the results of their meetings. However, those who lead the social studies profession are not limited to the NCSS officers and board members, but also include researchers, presenters of workshops and conferences sessions, teacher educators, state department of education specialists and consultants who concentrate on social studies, and writers and editors of textbooks and journals.

Aside from the "Old Masters Series" of articles about selected social studies educators by individual scholars and published by the Foundations of Social Studies Special Interest Group (SIG) of NCSS and several selected doctoral dissertations on

works of specific individual leaders (see Appendix: A) in social studies, there is even less published information available about current leaders in social studies education. Social studies methods textbooks, and monographs provide limited, if any, information about social studies leaders and their contributions to the field. This is especially true for information related to professionals who focused on elementary level social studies methods and curriculum (Jantz and Klawitter, 1985) . In summarizing a review of research in social studies education of 1970-1975, Francis Hunkins identified the history, sociology, and anthropology of social studies education, and the philosophy, and politics of social studies education as areas for needed research (Hunkins,1977). In their summary of research for NCSS bulletin 75 which reviewed research in social studies from 1976 to 1983, Jack Nelson and James Shaver (1985) also identified the dominating influences on social studies instruction and curriculum over its history as one of the topics on which research was needed. In the publication, HANDBOOK OF RESEARCH ON SOCIAL STUDIES TEACHING AND LEARNING (Shaver, 1991), there is no chapter focusing on social studies leaders. Over the last two decades there have been few attempts to provide studies designed to enlighten the profession on the leadership efforts of specific social studies professional. O. L. Davis stated in his preface to the NCSS publication NCSS IN RETROSPECT, that "without question that NCSS needs a history of its organization" (Davis,1996,iii).

For a profession to survive and be vibrant members need to know its roots, traditions, and legacies. New generations of teachers and scholars must learn about and judge these roots and traditions when deciding which are worthy of continuation, which should be modified, or those that should be set aside. According to Davis, the history of the social studies has only been recognized as valuable and respectable in recent years and there is a need for much vigorous research to discover the usable past of the field to challenge the conventional wisdom many professionals and

outsiders often use to lead and transform the field (Davis,1996, 116) .

Indeed, the legacy of social studies is the combined efforts of many individuals in capturing and sharing their broad range of experiences and perspectives which are essential for the new generations of social studies teachers and scholars to learn to continue to lead social studies in the 21st century.

Cognizant of the untimely deaths within a six months time period during late 1996 and early 1997 of four active social studies teacher educators, the current trend toward smaller social studies departments, and the increased emphasis on educating generalists rather than content specialists especially at the elementary level, the researchers believe that documenting historical events and personal histories of people who have been active in social studies during the last half of the 20th century makes a valuable contribution to our field. The authors concluded that social studies educators were in danger of loosing the wisdom of the profession and that for the sake of the profession, which according to Wayne L. Herman (1980) "has too long been predicated on opinion, hearsay, 'Do your own thing,' and divination." research was needed so as to be able to pass on a portion of our heritage and at the same time recognize the contributions of leaders who have shaped the field since World War II. As members of the social studies community, the authors agree with Davis that it is important for future social studies educators to have a sense of the tradition, heritage, issues, struggles of the field, and the efforts of past social studies leaders to shape the profession because such knowledge will help "invent its even richer future" (Davis, 1996, iii). As the researchers reflected on the field it was clear that there were numerous outstanding social studies professionals who posses a wide range of talents and have made important contributions to our field to create a legacy. The educators who responded to this survey each offer rich experiences in teaching, writing, researching, administering, and leading. Their passions about the importance

of social studies education has shaped the field of social studies as we know it today.

Objectives:

The objectives of the study include the following:

1. To pass on the heritage of social studies education over the past 50 years as viewed by veteran social studies educators in their own words.
2. To identify major changes in social studies education over these years.
3. To identify the perspectives veteran social studies leaders hold regarding the future of the field in the coming years.
4. To ask respondents to identify their own legacy to the field so as to pass it on to less experienced colleagues.

Sample and Methodology:

In this brief survey the researchers included and contacted many individuals whose contributions include emphasis on professional service and teacher education rather than limiting the participants to those only with extensive publications often used to identify and define professionals as leaders. Using the membership lists of College and University Faculty Association of NCSS, the Social Science Education Consortium, the list of past presidents of the National Council for the Social Studies, and authors of NCSS publications, individuals whose careers were/ are predominately in social studies and who had 25 or more years in social studies education as of 1996 were selected and mailed questionnaires. As is often the case most of those surveyed did not plan their careers in detail, but found that they gradually grew professionally and developed various new leadership roles. Their careers took them to state education agencies, other institutions of higher education, and leadership positions in professional organizations. They all had one thing in common, that being their roots in the K-12 classroom and in their desire to improve social studies education for future generations. All those surveyed have served the

profession effectively at the classroom, district, state, national, and/or international social studies levels as teachers, consultants, researchers, and offering staff development programs in various settings. Many have served as presidents and in other leadership roles of state, national, and international professional organizations. Many have served as editors or authors of several important social studies journals and other publications e. g.; NCSS bulletins, books, articles, curriculum guides, and so forth. In spring of 1997, fifty survey forms and a cover letter were mailed to veteran social studies professional. In spring of 1998, 27 additional letters and surveys were sent bringing the final total of surveys distributed to 77 veteran social studies educators. Non respondents from both groups received one follow up request. Little or no additional follow up was attempted with non-respondents. During the analysis of data some individuals were contacted by telephone or in person for clarification and to agree to the use of their direct quotations reported in their survey responses for citation in this paper. Several of the respondents indicated that they did not want to be quoted without their explicit permission. Forty-three responded directly to the questionnaire and offered important insights; two wrote wide ranging general comments that did not address the specific survey questions; and five respectfully declined to take part in the study since they were no longer active in the field due to retirement or health related concerns yielding an overall response rate of 65 per cent.

Respondents clearly identified several types of professional educational experiences. For example, they included the number of years working in K-12 settings which ranged from 2-16 years. The years of teaching in higher education ranged from 5-37 years. The range or years in private and governmental employment was two to nineteen years. Three respondents Isadore Starr, Stanley Wronski, and Norris Sanders each spent over 50 years in education working in a variety of capacities. Many of the textbooks written for the K-12 and university students in teachers

education by several authors had multiple editions; many of their articles were reprinted in a variety of journals, monographs, and curriculum guides. Certainly these leaders influenced the shape of social studies past, present, and possibly in the future.

Instrument:

The survey instrument asked responders to specify their years of experience in social studies in the three categories: K-12 settings, higher education institutions, and other related employment. Five open ended broad focus questions and the opportunity to add additional comments about social studies past, present, and future constituted the focus of the survey. Content of the specific questions asked respondents to:

1. identify 5 major changes which impacted social studies during their professional careers;
2. describe in some detail 2 of these major changes and suggest their implications for the field;
3. explain the changes which had the most impact on social studies education and their implications for the field;
4. suggest the possible direction(s) for social studies education in the 21st century; and
5. reflect on their personal legacy to the field of social studies education and to share that legacy with colleagues.

The data recorded for this paper are self reported. Whereas some may question the validity and accuracy of such data, the researchers suggest that it has been their self reflection that has largely motivated them to remain committed and working in the field of social studies throughout years of their professional careers. Therefore, the researchers believe that the respondents have provided an honest and

realistic assessment of their own experiences and perspectives in the field in which they played a significant role. Since many of our colleagues took time to voice their views while being engaged actively in reshaping social studies education, their candid responses provide valuable insights into their experiences in these efforts.

Findings:

The most frequently identified changes in social studies as specified by the respondents were:

1. The inclusion of multicultural/ global/ gender related education within the scope of social studies programs was identified by 37 responders.
2. The impact of the "New Social Studies" as a whole or the identification of specific changes in either curriculum content, teaching methods, instructional materials, and textbooks that emerged from the "New Social Studies" initiatives were identified by 34 responders.
3. Issues related to standards, testing, assessment, and evaluation of students and teachers, were mentioned by 26 responders.
4. The inclusion of technology as a teaching tool in social studies programs was mentioned by 17 responders.
5. A range of other changes were cited by one or more respondents in completing the survey instrument.

Multicultural, global, and gender related education and the "New Social Studies" projects in the 1960s were described as having added new discipline content and perspectives to enrich and truly integrate the separate social science disciplines

included in the social studies. This was described as a way to better meet the needs of learners in the increasingly multi-ethnic, language diverse characteristics of United States society today.

Catherine Cornbleth (State University of New York, Buffalo) described the broadening of social studies to include more people as a force that enables greater numbers of people to believe "that they are a part of the U. S. and have a stake in it." She went on to explain that not only did this impact citizenship education but "more importantly [impacted] the quality of public and private life."

When Sputnik was launched in 1957 the American public experienced great dismay and questioned why the United States was not first into space. Within a short period of time thereafter, this astounding international event brought about numerous curriculum changes for the schools in various content areas. Under the guise of "national defense" federal monies were allocated to curriculum change and development. Thus, the "New Social Studies" came into being for elementary and secondary social studies programs. "The New Social Studies" sought to include other social science disciplines such as economics, geography, sociology, anthropology, and political science. Most of these projects were oriented to high school social studies while only a few were elementary focused. Several of these projects were published and did have some influence on the field. The numerous social studies projects sought to accomplish the following:

1. Integration of more social science disciplines into the social studies curriculum.
2. The strengthening of existing social science of social studies content in the schools.
3. Offer full year and summer institutes for teachers to help them implement these projects in their classrooms to

promote students learning.

4. Provide active learning opportunities which use critical thinking/ decision- making processes to help students learn to learn.

5. Development of curriculum and instructional materials based upon the structures of separate social science disciplines and democratic values.

6. Instruction in both the cognitive and affective domains.

7. The working together of university scholars and educators. (Morrissett, 1984)

Mary Hepburn (University of Georgia, Athens) summarized the expressions of many concerning the "New Social Studies" when she noted that the, "aims and methods of New Social Studies have been a strong influence on me and many of my contemporaries. We have sought to retain the focus on inquiry and development of higher cognitive thinking and critical thinking skills."

Rodney Allen (The Florida State University, Tallahassee) expressed his thoughts when he wrote, " entering the professorate at the beginning of the "New Social Studies" seems now a great high point in thought and dialogue about social studies in schools. It is hard to see anything like that since that time."

Some of the projects were well received by the schools and in some classroom today remnants and modifications of these programs can be observed. The "New Social Studies" with its active learning, inquiry, and conceptual approaches have helped students learn skills required to generate new knowledge to enhance citizenship competencies. Isadore Starr, (Queens College Flushing , NY) a past president of NCSS (1964), and advocate for law-related education stated its impact as having, ... " transformed civic education from the dullest of topics to the most interesting

of subjects." Integral parts of the "New Social Studies" such as law-related education, democratic and citizenship values, critical thinking skills, and use of primary source documents are some of the specific changes that still remain in many schools, textbooks, and instructional materials today. Joan Schreiber (Ball State University, Muncie, IN) reflected on the presence of these changes by commenting that, "(f)or those who grew up with Dick and Jane, the changes are very obvious. The what, how, where, and why of social studies education are continuing to change."

Many identified continuing tensions and constraints within the field and pointed out that the field is reflective of conflicts within the larger society. The changing political and social climate has brought about attacks on reforms in curriculum content which focus on a demand for higher standards, greater teacher and student accountability, and the need for numerous reforms in university teacher education programs and preK-12 schools. Pushes for such changes are seen as coming about because of a lack of understanding of the purpose of education in general, and in social studies education specifically, e.g.; preparing young people to become thoughtful and reflective citizens in our global, democratic, and multi-cultural society. Carol Hahn (Emory University, Atlanta, GA) identified "conservative pressures" as responsible for the return of "textbooks with little variations," the omission of widespread use of multiple perspectives advocated by multicultural educators and fears among teachers of what could happen if they dealt with controversial issues in their classrooms. Some noted there is a diminished respect for scholarship and teachers across the country. They warned that the quality of social studies research and teaching will determine how well the social studies community reclaims its authority or if it acquiesces to outside political, social, and economic forces that reduce the importance of social studies in the curriculum as is being observed in some schools.

The movement to develop standards and assessment were identified as a most important change by many in the field. The early and present reaction to standards and testing were viewed negatively by many. Murray Nelson (The Pennsylvania State University) described standards and assessment as bringing increased disrespect to the field and might well agree with Eugene Gillium's (The Ohio State University, Columbus) description of them as limiting teacher's creativity and the curriculum.

Salvator Natoli, a geographer and a retired NCSS Publications Director 1989-1993, described the standards movement of the 1980s and 1990s as a strong demand to provide an identity for social studies. His conclusion of this continuing movement is that, " their diffuse nature (standards) may not advance social studies education as intended because it still involves a pick and chose mentality."

Rodney Allen apologized for presenting a fairly pessimistic view of social studies education. He pointed out that there were a "lot of little, very interesting things happening (e.g. school-based voluntary and community service learning) but not vitality at the core of what we are about." Elaborating he went on and explained that without a central core of commitments which are commonly held, the field resembles sagebrush more than a pillar which is tragic "because the societal needs and classroom possibilities are so great!" He pointed to the standards movement as revealing the fractured nature of the field and reinforcing the confusion about social studies core and central purpose. A number of others expressed similar negative views toward the standards movement and the testing and assessment that accompany the standards movement.

Donald Bragaw (New York State Department of Education, Albany and President NCSS 1985) expressed what happened as "a decline in 'Social Studies' as an umbrella and an increase in separate disciplines." As a past president of NCSS he was critical of the failure of social studies professionals to use public relations

strategies and the news media to its advantage for the benefit of social studies.

Two other past presidents of NCSS were among those to expand upon the implications and responded to standards by describing issues necessary to increase the professionalism and leadership for the field.

> Perhaps, the two most histrionic "changes" are the ones addressing content, standards, and their attending elements of evaluation, and students engagement. But, here too, the changes are surface changes because we are still unclear about purpose and role. Until we place positive emphasis on scholarship, respect the role of teacher, and help students (and parents) understand that learning demands work and character (intellectual virtues), nothing wonderful will happen.
>
> Having stated the above, I still believe that the attention given to standards at the state and local political levels will continue to impact social studies. State assessments, tests, teacher education programs, professional associations, and state governments are all now part of the "reform" movement. The quality of all this activity and its impact will be determined by how well the professional community reclaims its authority, or acquiesce to political pressure. Michael Hartoonian – University of Minnesota, Twin Cities, Minneapolis and NCSS President 1995-96

Erosion of academic freedom because the

> intellectual and scholarly integrity of the program is being sacrificed. Planning the social studies curriculum must, of course, take into account concerns of parents and lay persons, but it is the competent professionals who ultimately have to provide leadership and direction to the program, not political pressure groups. It appears that the influence of the educators is diminishing. John Jarolimek -- University of Washington, Seattle and President NCSS 1971

It is obvious that political pressures at national, state, and district levels play important roles in such movements. Within the comments directed toward standards and assessment is the fear that the power of the media to oversimplify complicated issues encourages parents and business interests to pressure politicians into taking actions that hamper the intellectual and social development of students and are, therefore, not in the best interest of a democratic country. Political leaders and representatives of business communities often have conflicting views of ways needed to promote quality teaching and learning. They seek to impose their values on the educational community. These perspectives are often in conflict with what professional educators know about students' learning and hence tensions arise. Many reported seeing social studies marginalized and trivialized as a result of these tensions and the decrease in funding for education at a time when social studies needs to become even more important because of the increasing pluralism within the nation, the greater interdependence of nations, and the shift of policies needed to cope with these problems. These have brought about a renewed call from some of our colleagues for more effective leadership and for a common vision for the social studies goals and objectives to confront the political tensions impacting the field and the

teaching/ learning processes. The need for a common focus and its implications for teaching is not new as John Haefner identified it as a key issue during his 1953 term as NCSS president (Hepburn, 1995). Perhaps Beverly Armento (Georgia State University, Atlanta) expressed it best when she replied that all of the important changes were "interrelated but failure to have a shared vision along with voice results in a lot of confusion by teachers and school systems over what should be taught/ how/ and when."

A few colleagues wrote of the need for additional and on going research to determine the best practices, to engage in establishing appropriate policies to establish a network of social studies scholars and researchers, and to disseminate such important research findings to a broader audience. Perhaps these colleagues are the true leaders because they envision social studies education as exerting political power in a society that values product over philosophy. These individuals saw not only a need to have a vision, but the need to have information that will move the profession forward to confront the characteristics of our present society with its rapid changes and conflicting multiple goals.

While technology has been present from the early days and included chalk, printed materials, and film; the presence of newer technologies of the 1980s and 1990s are computer and digital driven. Teachers often refuse to incorporate new technologies since many of the early computer software programs offered social studies content that was less than challenging. Often time teachers have produced instructional lessons and units incorporating technology with mixed results.

To date there is little substantive research which documents the effectiveness of social studies instruction using technology (Ehman, et. al; 1992 and Braum, et. al; 1998). Many programs are glitz rather than substance. The inclusion of technology as a teaching tool was identified as an important change. However, without hard data on

technology's actual impact, the respondents offered mixed comments ranging from highly promising speculations to less than positive prediction about the future of this development. Underlying the negative comments is the fear of a lack of critical thinking being applied to the massive data sources and the selection of lessons that present trivial information rather than meaningful content and examine democratic traditions and values.

> Social sciences are becoming much more mathematical, and I believe this will seep into the social studies....Students don't have to rely so much on the authority of the textbook and the teacher. They will be able to develop skills in data interpretation and analysis....The infusion of numeric data gathering in social studies will make it apparent that social studies can be empirical but will always be value laden. We need to learn to live with both faces, and I hope this will be a happy marriage. Norris Sanders -- (Professor emeritus, Frankfort, MI.)

The respondents have varied visions of the future. However, when asked to predict the future role(s) or direction(s) that social studies may have in the 21st century, their many responses suggested three dominant trends. These included:

1. the need for stronger social studies discipline,
2. an increased use of technology, and
3. the diminishing and fragmentation of social studies as a field of study.

The more optimistic perspective pointed to the need for greater civility in society and therefore the need for a stronger social studies to help people live together with less personal space and social conflict in a more complex and rapidly changing

multicultural world. This includes a greater attention to citizenship as defined as nurturing civility and promoting democratic values based upon solid academic content. In anticipating the future many experienced educators would like and expect to see a stronger social studies curriculum discipline oriented content base. This includes the development and expansion of skills to provide for an enlightened citizenry and a recommendation of depth over breadth in curriculum choices. These individuals tended to see curriculum changes that would bring about changes in the role of the teacher to that of a facilitator of learning rather than as a provider of information. Aided by technology and student centered inquiry learning, they saw it as important to use multiple methods of instruction, to place greater use of primary source materials, to expand critical thinking opportunities, and to encourage the development conflict resolution skills. They urged caution in advocating any one single approach toward learning such as cooperative learning, constructivism, or transmission of information and values, but recommended that teachers seek an appropriate balance of appropriate learning opportunities based on the students' developmental level and interests.

Yet, other colleagues deplore what they saw as a diminishing of the social studies and its decline continuing into the future. Several respondents noted the reduction in the choice of printed materials is likely to result in major changes in textbooks and the limiting of perspectives within printed matter. Several also thought that as a result of the state standards and test development movements the social studies curriculum either had or is likely to become more structured and perhaps less inclusive in an attempt to meet the goals of state standards and state or national standardized assessments. In light of these mandates some see the interdisciplinary learning approaches as fueling a new set of turf wars between academic disciplines and school subjects and between professionals in the field and members of the

broader community.

A number of the respondents noted that professionalization of a field requires support for the development of innovative practices and materials. It is the task of leaders in social studies education to supply leadership within the profession and also to other social institutions dealing with youth and learning. This implies a greater need for on going research and scholarly activities on which to base leadership claims and accomplishments. A minority of colleagues called attention to a lack of shared vision within the social studies profession and a perceived lack of leadership which they believe to have contributed to a lower status for the profession at a time when the need for quality social studies education is perhaps greater than at any other time because of the leadership position of the United States in the world today and the global challenges facing the peoples of the world.

In analyzing the responses the researchers noticed that respondents often identified changes related directly to the nature of changes in society as similar to those changes that brought about both the "New Social Studies" and the inclusion of a greater range of perspectives to the social studies curriculum. The use of such new and old terms as "Balkanization," Cyclization," "Stagnation," "Marginalization," "status quo," "radicalization," and "tensions within the profession," all reminded the researchers that the nature of the social studies curriculum content must change to be able to produce intelligent and enlightened citizens (Engle and Ochoa, 1988). Social studies more than any other school subject has this as its major responsibility, and therefore, is most likely to experience the waxes and waning, ups and downs, and cross tensions related to the economic, social, cultural, and political issues and debates. It is difficult to maintain a sense of optimism in the midst of so much change. Perhaps this is why many of the responders said that there were no major lasting reforms in social studies throughout the years. Norris Sanders probably was

expressing the view of many many others when he wrote, ... "major changes in social studies curriculum every few years (We now bring you the New social studies!) (There has been a) tendency to cycle from subject centered, to student centered, to society centered (emphases)."

Is it any wonder that so many of our current colleagues expressed fatigue and pessimism with these on going issues while others, particularly our senior veterans are more optimistic?

> Also, on the optimistic side I see the social studies attaining the respect and attention they deserve. There will be a reassessment of the current emphasis on science and math. One day people will wake up to the fact that the major problems facing this planet emanate not from a lack of technological knowledge but from the inability to identify, define, evaluate, and resolve social problems. Stanley Wronski -- Michigan State University, East Lansing, and President NCSS 1973

One can only speculate why those who have retired did so, but since they no longer fight the day to day battles at work that they have time to reflect upon the experiences of social studies in their past as they sought to build a profession during other times of great stress. These veteran leaders reminded us that today's problems may be no greater a challenge than those of other historical eras such as the Depression, World War II, Macarthyism, and Civil Rights Movement of the 1960s.

Legacy:

Many of the respondents tended to down play their individual significant contributions to the field. Many indicated that they would be pleased to know that their

students carried out effective social studies education practices in classrooms. They considered such students as their legacy to the field. Some specifically identified graduate students who have continued to carry on the traditions of the field or chart new courses for the field. Stanley Wronski specifically indicated that his legacy was to continue and explain the traditions and views of his teacher, Edgar Wesley, whom he described as a progressive in the Dewey tradition and the precursor to the global educational movement.

Three indicated they were proud of their editorships of social studies journals and the articles published in these journals as they reflected the theory and practices of the times. As United State public policies moved from isolationism of the post World War I era to that of a global leader, articles that were published reflected many views of society and social studies educators on these issues at the time of their publication.

Three other respondents identified themselves as critical theorists and social studies leaders whose legacies were to ask questions to stimulate discussion about the focus of social studies, in order to stimulate the profession to think about important issues and society at large. It is evident that many important questions have and still need to be addressed by the profession.

Eight of the scholars indicated that their legacies were their research efforts in the foundations of social studies including the three traditions, economic education, use of inquiry, elementary and middle school students learning in history, and research synthesis.

Social studies has had many definitions, including the present NCSS definition. These changing definitions and orientations have led many in the profession to engage in research in and publishing textbooks related to global and multicultural education, law-related education, and the increased emphasis of the social science

disciplines on social studies.

Others legacies included being advocates for the field and exercising leadership in staff development programs, developing teacher and student standards for social studies, and in testing and assessments arenas. A legacy of leadership for eight responders was associated with the growth of NCSS including the recent creation of the International Assembly.

Beverly Armento added this observation to the survey which summarizes the contributions of many of our leaders and points to the field's major tasks, "We've always had great thinkers and doers in the field. Much profound writing, many great teachers, much super curriculum. The field lacks coherence, power, and focus, and local educators lack guidance from 'the profession'."

Future Orientations:

While the standards and assessment movement are seen as having a negative impact on the field of social studies one veteran leader, Richard Gross (Stanford University, Stanford, CA and President NCSS 1967), predicted the demise of social studies. Many more of the veterans see that with changes in society, particularly the increased global connections and use of computer technology, the social studies curriculum will become more of an integrated subject area. And the need to reexamine the values of democracy will, in the end, enable social studies to gain a stronger position in the school curriculum. Of concern to a number of veteran leaders is a better preparation of teachers. Attempts of the social studies professionals to lead teachers rather than having them led by the media and politicians who hold a somewhat narrow perspective of social studies is one of the long standing tensions in the field. Isadore Starr ended his comments with a truism that reformers and teacher educators must recognize and accept. "The social studies will be as good as the average teacher."

So that the reader may see for themselves the range of perspectives of visions of the future, the authors provide several quotations from the questionnaire which reflect the views of these leaders as stated in 1997 and 1998.

> I see social studies and education, generally as inextrincically tied to American political climate. A continued conservative reactionary climate may succeed in severely damaging social studies as a field. Of course, the converse might occur. Murray Nelson -- The Pennsylvania State University, University Park

> I see the role of social studies diminishing. We do not do a good job of either advocating for the field or preparing good teachers. We will be eclipsed by reading, math, science, and technology. Gloria Ladson -Billings -- University of Wisconsin- Madison

> Right now I see a trend to conservatism and innovation at the same time with many contradictions. I think we will see greater, deeper, and more diverse issues presented with a globalization of the curriculum, but more subjects seem to be dead or dying, e.g. civics. Jack Zevin -- Queens College, New York City

> Social studies could have an ever increasing and important role in the years ahead. The United States must

develop an identity for the next century that builds upon the best of our Creed, our people, and institutions, all within a complex, global context of natural and social systems with attending technological and ethical issues. This will raise the stakes (values) for the principle of citizenship, and this will demand that the fundamental civil and civic questions be asked again. Social studies will be in the instructional program within which the engagement will take place and the questions presented:

What is the good society?

What is the good citizen?

What is the good person? Michael Hartoonian - University of Minnesota, Twin Cities and President of NCSS 1995-96

Social studies education -- along with all of formal education -- will need to address its attention much more seriously than it has in the past to that area of values education that is usually described as moral or character education. There is today a great void in this facet of children's upbringing because the social institutions that have traditionally attended to it are simply not facing up to that challenge. Consequently, the entertainment and advertising industries are shaping the basic values of increasing numbers of today's children with predictably disastrous consequences. John Jarolimek -- University of Washington, Seattle and President of NCSS 1971

With widespread introduction of multi-media technology in learning for all disciplines, social studies might be seen as an integrating force for the social sciences as well as establishing bridges to the humanities, arts, sciences, and technology. Salvator Natoli, Director of Publications NCSS 1989 -1993

Social studies will remain mostly history, and if the historians continue to have their way, those of us interested in social science education might as well fold our tents. The sadness is that young people will know nothing about the scientific aspects of the social sciences, different ways of thinking, and how to address public policy issues. James E. Davis -- Director Center for Economic Education, University of Nevada, Las Vagas

I think the rhetoric of the field will continue to reflect the interests of professors of social studies education. Hence, the emphasis will be on citizenship education and social criticism. The rhetoric will not reflect what is actually occurring in classrooms; thus, instruction will be greatly influenced by the power of the new technology. The gulf between college professors of social studies and classroom teachers will continue to widen. Howard Melhinger -- Indiana University, Bloomington and President NCSS 1977

I think technology will open avenues of communication and understanding as well as bring diverse resources (and perspectives) to learners. The teacher takes her appropriate role as the facilitator in which the kids take charge of their learning. (I am one to see the bright side.) Susan Adler -- University of Missouri Kansas City and Vice-President NCSS 1999-2000.

Social Studies will move in a direction of a "science of learning" aimed at helping all students become more academically capable... I am very optimistic for the future and the potential of advancing human understanding for solving problems and providing students with a sound academic foundation and skills. The social studies should serve as the core of the curriculum for the training of world citizens. Thomas Dynneson -- University of Texas of the Permian Basin, Odessa, TX.

Electronic communications technology will shape the society, define the methods of the social studies and have a great influence on the content. Questions of the differences among "information," "opinion," and "knowledge will once more be seriously addressed. Carol Hahn -- Emory University, Atlanta, GA and President NCSS 1982

> I would hope that the social studies would be at the forefront in helping to 1. explicate the role of education generally in the U. S. and 2. design/redesign approaches for achieving citizenship goals. -- Mary Jane Turner, Close Up Foundation, Alexandria, VA.

> Effective, responding citizenship can not be taken for granted. It needs to be nurtured. The future for our nation depends on social studies to do that." --Warren Solomon, Missouri State Social Studies Coordinator, Jefferson City, MO.

In conducting this survey in 1997 and 1998, the researchers sought to tap the diverse voices of veteran social studies leaders as they engaged in the reshaping and advancement of social studies education in the years following World War II and approach of a new century. They sought to carry forward the historical goal of social studies that is the development of enlightened citizens for our democratic republic. These were people who stayed the course for social studies when political pressures sought to steer education toward what many viewed as less democratic and/or less learner centered curriculum and instructional strategies. Their responses largely reflected the focus of their efforts.

One group worked hard to increase the presence and voice of the common people, including minority groups and women, to the social studies curriculum. Another group, many of whom stated that they entered the profession during the "New Social Studies" era or worked closely with its projects, wanted students to develop critical thinking skills so they would think critically about important social studies

related content and issues. In reflection, both of these grouped saw some progress toward their goals, but not as much as they would like to see.

Those who spoke highly of technology hold the expectation that the use of technology in social studies classrooms will help to inform citizens in their efforts to maintain political equality and social justice. Therefore, they saw technology as a means to further democracy while others are cautious concerning the limitations of technology or the ends toward which technology might lead. In looking toward the future efforts, some reminded us of role and the need for substantiative, quality research to establish the legitimacy and authority of social studies as an important leader in citizenship education. Many of the leaders expressed feelings of discouragement because they seemed to see only minor changes as a result of their long efforts for a cause for which they continue to have great passion and hold high expectations. Modestly, they voiced their personal hopes over their individual accomplishments along with their frustrations over existing policies which many indicated as thwarting the overall goals of social studies education.

Recommendations:

Listening to the collective voices of social studies leaders speaking of their triumphs and trials of the past provides guidance for future behaviors needed in the profession and its members. Among those recommendation based on this study are:

1. There is a need for on going coordinated short term and longitudinal rigorous research efforts on important research topics including the replication of previous studies to broaden the research base of social studies education.
2. There needs to be a closer linkage between academic researchers and classroom teachers that includes collaborative research efforts on important topics related to

students and the social studies classrooms.

3. The profession needs to establish research communication networks for social studies educators to dialogue and communicate with each other and to be knowledgeable about research efforts of colleagues.

4. In keeping with the first recommendation, the HANDBOOK OF RESEARCH ON SOCIAL STUDIES TEACHING AND LEARNING should be updated and include a chapter on the contributions of persons important to the field along with additional chapters focusing on important social studies topics not included in the earlier edition.

5. Researchers and faculty working with graduate students should undertake a line of inquiry researching important issues and topics related to social studies education, particularly best instructional practices and the most effective uses of technology, and report their findings to the field through presentations and publications for the profession.

6 Social studies professionals must take the leadership in helping to develop national and state policies and practices involving social studies e.g.; assessment, standards, curriculum, teacher education programs, and so forth.

7. Social studies professionals need to become more active in helping parents and members of the larger community understand the complexities and important roles

social studies has in the lives of young people and adults.

8. The professionals in the field must become strong and articulate advocates for quality social studies programs into the 21st century just as the earliest social studies educators were advocates for quality social studies programs in different times.

9. The profession should establish strong networks within the profession of social studies educators to articulate and actively promote issues and policies favorable to social studies education.

Conclusion:

As the "heart and soul of the curriculum" social studies educators have a responsibility to develop "enlightened citizens" for our global community. The veteran responders have expressed their passion for this obligation through many words and actions. They are excellent role models for future social studies educators to emulate as social studies moves into the 21st century. They have started us on the enormous task of building a curriculum for citizenship in a democracy and have suggested how social studies educators may improve on our past efforts to overcome potential and reoccurring problems characteristic of a diverse, democratic society.

To those who have not personally heard, read, or known personally or professionally the individuals who constitute the community of social studies scholars and educators and who have devoted so much of their energies to the field over this period of years, the authors hope that efforts to gather the perceptions of these respondents will be helpful to understanding the field and a stimulant for gathering a greater knowledge base for the field of social studies. Thus, the cultural heritage of social studies and the democratic tradition will be better preserved and advanced as

society moves into a new century.

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Appendix: **Illustrative Examples of Dissertations and Journal Articles Focusing on Post World War II Social Studies Leaders**

Dissertations:

Ozelis, T. F. (1992). The influence of Hilda Taba on curriculum in elementary education. (Doctoral dissertation, Northern Illinois University, 1991). Dissertation Abstracts International, 54, 0076A.

Previte, M. A. (1997). Shirley H. Engle: Decision-making in social studies education. (Doctoral dissertation, The Pennsylvania State University, 1996). Dissertation Abstracts International 58, 2595A.

Yeager, E. A. (1995). Alice Miel's contribution to the curriculum field. (Doctoral dissertation, The University of Texas at Austin, 1994). Dissertation Abstracts International, 56, 3830A.

Journal Articles:

Fraenkel, Jack R. (1988). "Remembering Hilda Taba". Teaching Education 2 (1), 82-86.

Fraenkel, Jack R. (1992). "Hilda' Taba's contribution to social studies education". Social Education 56 (3), 172-178.

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